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AUTHOR Vicenti, Loretta; Cordova, R. Rudy
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ABSTRACT

Experiences and events are presented on determining a successful way of conducting an education needs assessment on the Jicarilla Apache reservation in Dulce, New Mexico, using the following process: (1) identifying needs to devise questions on expressed concerns; (2) analyzing data; and (3) developing a program to correct the concern. The objective of the survey was to update current needs assessment and arrive at an assessment reflecting educational needs of the school, Bureau of Indian Affairs, and the community. Results of the survey created a Language and Culture Committee in the tribe, which appropriated funds for a community-based program in language instruction and the hiring of a teacher-coordinator and two language teachers. Essential points identified to conduct a successful survey were: informing the community on what was happening; utilizing community people; not extending the purpose of the survey; meeting people at their convenience; and carefully selecting interviewers. Events leading to the development of the 67-question needs assessment survey and compiled data from the 530 responses received are fully describes. The complete survey is appended. (ERB)

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ASSESSING THE EDUCATIONAL NEEDS OF AN INDIAN COMMUNITY

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**Loretta Vicenti
R. Rudy Cordova**

**EVALUATION, DISSEMINATION AND ASSESSMENT CENTER
CALIFORNIA STATE UNIVERSITY, LOS ANGELES**

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OCCASIONAL PAPER SERIES

ASSESSING THE EDUCATIONAL NEEDS
OF AN INDIAN COMMUNITY

Loretta Vicenti
Community Education
Jicarilla Apache Tribe
Dulce, New Mexico

R. Rudy Cordova
Education Specialist
United States Education
Department
Washington, DC

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INTRODUCTION

The intent of this paper is to share experiences encountered in conducting educational needs assessments in an isolated Indian community within a large reservation in northern New Mexico. We will outline steps involved in a needs assessment and identify some elements to be considered in constructing and administering an instrument that will be reflective of the needs of the different elements of the community.

A FIRST APPROACH

How does one approach an Indian community with the idea of another needs assessment, especially after previous needs assessments have shown few or no results? Will the same people that replied to previous questionnaires be willing to reply to yet another questionnaire? They will, provided the conditions necessary to conducting a successful survey are met.

In one of the first educational needs assessments done by community people, a number of items that could become impediments were identified. It was necessary to encourage community involvement where there had been little or none before and determine the people's needs and interests. We tried also to identify the type of instruction/training that could benefit the largest

number of people.

The following points were identified as essential to conducting a successful survey.

1. Inform the people about what is going to happen. Open meetings at which the purpose of the survey is discussed are important. The media, in this case, the local paper, are also important ways of transmitting information. The needs assessors must be available to answer questions and give explanations when and where needed.
2. Do not over extend the purpose(s) of the survey. People who have responded to questionnaires tend to expect something to happen as a result. Since surveys often seek random information that leads to the completion of a thesis or dissertation from which the community may never benefit, this should be carefully explained before the information is elicited. The survey should be a survey without a promise.
3. Make strong statements about why the survey is being undertaken.
4. Utilize as many community people as possible. These should be people accepted by the community in order to build the confidence necessary to obtain accurate information. It is also essential to use native speakers to interview in the homes of non-English speakers.
5. Use the problem area as a guide, then progress from a broad to a more specific area.
6. Once you have developed the questions, test them on people in the street and interview in both English and the tribe's

language. This will enable the data gatherer to see if they elicit the correct response.

7. Recognize the audience to whom you are administering the instrument, and treat older people with respect. This necessitates a great deal of patience.
8. Meet people at their convenience. In some instances interviewers will have to adjust their schedules and arrange to meet with people either after work, in the evening, or on weekends.
9. The best interview is the face-to-face interview with the head of the household.
10. Make sure that translations are accurate and reflect the intent of the question. Much can be lost in translating from English to a Native American language. In some instances, there are no equivalent words for the English word in the Indian language, so the expertise of a native speaker fluent in English may be required.
11. Use care in the selection of the interviewers. While they should be bilingual, they must also be accepted by the community. Spend enough time training them so that they fully understand the instrument and how they are to proceed.
12. If an interviewer isn't comfortable with a particular interviewee, have someone else do the interview.
13. Have the interviewers do a trial run, then follow up on their technique and approach during the training period.

14. Keep the people informed on the stages of work. Report back to the tribal council and explain the various stages undergone in the data collection. The council becomes the pivotal point in collecting information in any Indian tribe. You need their constant support.
15. Work with a committee in constructing the instrument.
16. Closely monitor the surveys as they are turned in. Check surveys daily and work from a master chart to ensure that surveyors are making adequate progress.

A number of materials had to be developed as this survey progressed, since there was no information on locations of households, heads of households, or demographic data essential for dealing with a stratified sample. The materials developed for the survey provided information needed by other programs. It is thus essential to identify those resources that the community already has. Information can be obtained from voter registration and tribal membership rolls, census figures, and school records. Many people within a reservation will still be missed because of distance, inaccessability, or lack of information regarding their whereabouts.

A SECOND APPROACH

We tried to survey as many members of the community as possible to obtain the most accurate picture of the educational needs. We defined education as a life-long process of organized efforts to instruct, from the pre-school child to the adult. Here, one of our first problems surfaced. Some felt that since

this was to be a community survey, it should survey the adult community. Others felt that our efforts should be directed at the educational system. Still others were more concerned about job training for those members of the tribe that were in the labor force.. We wanted an instrument that reflected the concerns of as many community elements as possible. More important, we wanted the survey questions to allow individuals to express degrees of satisfaction or dissatisfaction with an aspect of education and allow them to reflect on how they would make improvements. One of the most salient aspects of this needs assessment was what we referred to as the "information base." This system employs a series of meetings where community representatives develop an inventory of educational concerns. The facilitator writes these concerns on a blackboard and the group ranks the items in order of importance. This affords everyone an opportunity to re-examine their concerns and decide if they are shared by others. This is also a test of the authenticity of the concerns aired.

The meetings we set up were informative and provided materials needed to construct an acceptable instrument." Before the first meeting, we set an objective for the educational needs assessment and the parameters for gathering information.

Objective: To update the current needs assessment and arrive at an assessment that reflects the educational needs of the school, the Bureau of Indian Affairs (BIA), and the community.

This needs assessment was to serve as the data base for the different educational programs operating in the community of

Dulce, New Mexico. It would also provide the base for a coordinated educational plan. Input would be provided by the three existing agencies within the community: the tribe, the school, and the BIA. The needs assessment used prior studies or assessments carried out independently by the above agencies as well as a more recent survey by the Community Health Services.. All data gathered is on file in the Education Consultant's office, and the narrative and tabular materials were presented to the three agencies for approval and up-dating.

CHRONOLOGY OF EVENTS: EDUCATIONAL NEEDS ASSESSMENT

Needs assessments come in many shapes and forms. Sometimes they reflect more the desires of the information seekers rather than the needs of a community. They often substantiate feelings already held toward specific programs. Most are conceived in the privacy of an office or within the confines of a consultant agency whose livelihood depends on doing needs assessments or evaluations.

How can biases be avoided in needs assessments? How can viable information be extracted, especially in an area where opinion forms the basis for action? Where opinion is deeply ingrained, how can we educate the public to make intelligent choices? When the need for a program is substantiated on worn-out figures or data that was perhaps applicable on a large-scale territorial basis, it is difficult to extract information truly reflective of a need. It is, on the other hand, easy to administer a questionnaire to those individuals who will give the kinds

of answers we want to hear. With these cautions and questions ringing in our ears, we proceeded to do a needs assessment that would be different, that would elicit responses to particular items with specific recommendations, and more importantly, that would give everyone an opportunity to have a say.

The first step, then, was a series of meetings leading to development of an instrument answering the needs of the tribe, the school, and the BIA in the community of Dulce.

Initial Meeting

We called an initial meeting of group representatives and specialists in data collection, management, and linguistics. The first meeting was held in December, 1980. In attendance were representatives of the tribe, the school, and the BIA; a linguistic consultant; the director of the Evaluation, Dissemination and Assessment Center at California State University, Los Angeles; and an education consultant to the Jicarilla Apache Tribe. After the initial intent of the needs assessment was explained, we moved into areas of need as perceived by the representative group. This was to be the first meeting in developing the data base from which an instrument would be developed.

The following items surfaced:

1. Concern about the size of the instrument.
2. The language of the instrument should be handled adequately.
3. The information may not be of any immediate use for some programs such as bilingual education because of the early due date.
4. There are different levels of needs assessment's, and we must move past the body counting aspect.

5. The proposed needs assessment should be used as a data base.
6. We need to look at culture and language on a very supportive basis.
7. Some items may be reflective of policy.
8. There may be "felt needs" since more needs assessments are done for Indian education than for the dominant society.
9. We should start out with the educational leaders and do an "information based needs assessment." After this, the needs should be prioritized.
10. We should look at the legislative aspects of some of the needs, i.e., Office of Civil Rights, Lau. There is a need to do a test of language dominance.
11. The instrument must be devised for the entire community. Try to avoid sampling.
12. From the school's perspective, we must consider the three different communities: Hispanic, Indian, and Anglo.
13. Where are we with the language? Who is it that wants language? What is the need in culture and the language? This needs to be brought out in the instrument.
14. An instrument must be devised that brings things together.
15. We must give feedback to the people.
16. What are the educational needs of the community? This is a step removed from the formal schooling provided by the school.
17. This should be a "one shot" assessment instead of a series of surveys by different programs.

We agreed to proceed with an information-based conference with the educational leaders of the community. Because of an already existing interagency group (made up of representatives of all the groups in the community who met to discuss educational problems), we decided that they would be the first group to proceed with needs identification.

We considered assigning a historian to work with the group and of maintaining a photographic record. It was also agreed

that a sample instrument be available to be handed out for comments by the next meeting. This, obviously would be based on very limited information, but we needed to move rapidly in order to get input from the group at the next meeting. These results would lead to development of an instrument that would measure feelings rather than real concerns.

Interagency Meeting

This meeting was chaired by the Superintendent of the Dulce Schools. Attention was focused on the proposal for doing a needs assessment. The education consultant explained the purpose of the needs assessment and introduced the two consultants who were constructing the instrument.

After lengthy discussion, the group identified these areas or needs:

1. Teach Jicarilla culture and language.
2. Where and who should be taught culture and language cannot expand our understanding.
3. Need for school and community to work together.
4. Need to involve parents.
5. Lack of motivation on the part of parents.
6. Need for remediation in reading and math.
7. Teacher attitude.
8. Student attendance. More recordkeeping.
9. Coordination, integration, and follow-through to services.
10. ~~Coordination~~.
11. Need to improve communication.
12. Expansion of efforts to expand student self-confidence.

13. A plan is needed to attract and retain quality teachers.
14. Teachers should be accorded better community acceptance (e.g., fishing and hunting considerations).
15. Teachers should be provided a comparable salary with other employees on the reservation.
16. Teacher acceptance of the community is needed.
17. Improved acceptance of non-tribal members.
18. Need more financial resources for education.
19. Knowledge about sources information.
20. Need more adequate health and housing services for the non-Indian.
21. Need to reflect revised priorities of course offerings and integrate into curriculum.
22. Integrate special programs in curriculum.
23. Need to involve school staff in planning.
24. Drug and alcohol abuse should be emphasized in the early grades.
25. Need for alternative education for high school students.
26. Identification of cultural factors and sensitivity that may have an important influence on the education of students in the Jicarilla community and resurgence of changes in Tribal Society in all walks of life. Develop a cultural awareness program.
27. Identify the role of the high school in post-high school education coordination of schools responsibility.
28. A need to ask teachers and students about educational needs.
29. Need to involve teachers in process.

These needs were analyzed by the two consultants and condensed into the following general areas:

1. Teach culture and language.
2. Involve parents in the education of their children.
3. Improve student attendance.

4. Coordinate and integrate services.
5. Improve communication.
6. Improve teacher attitudes.
7. Improve reading and math.
8. Improve student self-concept.
9. Develop a plan of continuing education.
10. Attract and retain quality teachers.
11. Acquire financial resources.
12. Provide adequate health and housing for non-tribal members.
13. Reflect curriculum priorities and integrate same.
14. Involve instructional staff in needs assessment and in program planning.
15. Conduct school programs in alcohol and drug abuse.
16. Offer alternative high school education programs.
17. Identification and response to cultural factors.
18. Clarification of roles in post-high school programs.

The group strongly recommended scheduling a similar meeting with the teachers since the majority of the problems were school-oriented. School representatives found the instrument totally unacceptable. They felt it did not extract needed information. Based on a long discussion with the Superintendent and the Associate Superintendent, two facts became very clear: The instrument needed a great deal of work before it would address the needs of the school, and the timelines were much too tight to allow for meetings with teachers and community. We decided to halt further work on the instrument until all groups had an opportunity to give input on the "Information Base" from which the in-

strument would be structured. We then set up a meeting with the teachers.

The next meeting, held at the University of New Mexico, involved the education, linguistics, and the Indian education consultants. This meeting's purpose was to discuss the previous meeting's results and examine the data gathered. The ranked needs were also presented.

It was suggested that we construct sample questions to reflect the information that should be extracted. This would allow us to present the consultants with the type of questions most adequately responsive to the points discussed earlier. Namely, that the questions be probing, clearly identifying problems and providing the respondent with distinct choices. We felt also that the instrument should generate deeper thinking into the problems identified.

The following sample questions were designed and presented to the consultants and the school.

1. What conditions do you think should exist for children to learn more?

- ☐ Teachers of the same ethnic background as the students.
- ☐ Teachers who are well prepared, regardless of their feelings about children.
- ☐ A supportive home environment.
- ☐ A shorter school day.
- ☐ More homework.
- ☐ Smaller classes.
- ☐ More emphasis on culture and language.
- ☐ Teachers who understand the culture and mores of the students.
- ☐ Use of the native tongue and English as mediums of instruction.

2. How can community-school cooperation best be achieved?

- ☐ Through the duly elected schoolboard.

- _____ Through more open meetings with the community.
- _____ Through a community-advisory board.
- _____ Through parent-teacher conference.
- _____ The school and the community meeting on a regular basis.

3. How do you think the schools can attract and retain better teachers?

- _____ Increased pay.
- _____ Better living conditions.
- _____ Use more native teachers.
- _____ The tribe, the schools, and the BIA developing a strong recruiting program.

4. How do you see community education improving the education of people on the reservation?

- _____ Offer more instruction in life skills.
- _____ Use of regular teachers in community education programs.
- _____ Have the schools use the community center facilities to complement their course-of-study.

The school, in response to the request for sample questions, provided us with the following:

1. Given the limited budget of only one teacher for Jicarilla language, arts and crafts, and culture, and given the need for intensive teaching and time if students are to learn a language, rank order the following choices with 1 being your first choice and 6, your last.
 - a. Spend two hours a week on language/culture with the first three grades and three hours a week with grades four through six. _____
 - b. Spend three hours a week on language/culture with the first three grades and two hours a week with grades four through six. _____
 - c. Spend five hours a week on language/culture with the first three grades and drop the course in the upper grades, leaving the language responsibility to the parents. _____
 - d. Spend two hours a day on language and culture in the first two grades and drop the course beyond the point with the language responsibility left to the parents. _____

- e. Retain the students in the first two grades until they are fluent in Jicarilla. _____
 - f. Devote more time to culture and heritage and leave the language responsibility to the parents. _____
2. Given the limited number of qualified certified people available to teach the Jicarilla language, rank order the following options, with 1 being your first choice and 7, your last choice.
- a. The Jicarilla language should be the responsibility of the parents to teach at home. _____
 - b. The Jicarilla language should be the responsibility of the primary school to teach in the first three grades. _____
 - c. The Jicarilla language should be the responsibility of the community to teach a pre-school program. _____
 - d. The Jicarilla language should be taught within the community to the adults so that they could pass the language on to the children. _____
 - e. The Jicarilla language should be the responsibility of the community adult education program so that more adults could learn the language and thus pass it on to their children. _____
 - f. The Jicarilla language should be the responsibility of the headstart program. _____
 - g. The Jicarilla language should be the responsibility of elementary school grades K-6. _____

We tried to find questions reflective of the problem or concern expressed by those in attendance at the information-based conference. This point is more clearly illustrated by tracing one concern through to the formulation of the question.

Concern: Where are we with the language? What is the need in the area of culture and language? Where and who should be taught culture and language? How do we develop teacher sensitivity for culture and language? (These concerns were expressed by all three groups at the information-based conference.) Based on

this information, the following statements were developed. Check one number in each statement.

	<u>Strongly</u> <u>Agree</u>	<u>Agree</u>	<u>Don't</u> <u>Know</u>	<u>Disagree</u>	<u>Strongly</u> <u>Disagree</u>
The least important courses in our schools are cultural studies.	1	2	3	4	5
Our students are not helped by the schools to be aware and proud of their ethnic heritage.	1	2	3	4	5
Children should be allowed to speak only English in the schools.	1	2	3	4	5

We felt that this type of statement would not address the real concern of parents and teachers and that the responses generating responses provided little or no information from which to structure a programming recommendation, so we restructured both the format and the statements. Recognizing that the community had rated language and culture at the top of the list and that they were concerned over the erosion of their language and culture, we formulated questions that would clarify community feelings and direction. This section, Language and Culture, necessitated questions aimed at the respondent's language and at the place of language and culture in school.

We also felt that the sequence in which the questions appeared was important, establishing continuity in thinking and the rationale in the responses elicited.

51. Which of the following languages do you speak or understand?
(Please check)

☐ Apache ☐ Navajo ☐ Spanish ☐ English

___ Other (specify): _____

52. Which of the following languages are spoken in your home?
(Please check)

___ Apache ___ Navajo ___ Spanish ___ English

___ Other (specify): _____

53. We would like to know how you feel about the use of the native language of the child (Jicarilla, Spanish, or other) in the learning process. Rank five of the statements in order of importance.

___ the native language should be a regular part of the curriculum

___ the native language should be a part of the regular language arts courses.

___ students should be taught to be aware and proud of their ethnic heritage

___ children would do better if they learned their native language for the first few years, then studied English

___ the least important courses in our school are cultural studies

___ using the native language in the classroom does not help children learn better

___ children feel better about themselves if they are able to speak their own language well and know about their heritage

___ learning the English language is more important than learning the native language

___ the native language is not important to the educational process and does not belong in the curriculum

___ using the native language in the classroom helps children learn better

This sampling of questions is used to compare the two types of questions that could have been used and to illustrate how sequencing of questions becomes an important aspect of a needs assessment.

Response: The responses indicate clearly that the Native American community is interested in the whole area of language and culture.

1. The largest number speak or understand English, with approximately half also speaking or understanding Apache.
2. The great majority speak English at home with less than one-half of those also speaking Apache.
3. A large number of respondents connected language with ethnicity and felt it was important that students be aware and proud of their heritage.
4. While a majority felt that the language should be taught at home by the parents, there was also a strong feeling that the language/culture should be taught in the lower grades starting with Headstart.
5. A large number felt that the language/culture instruction could be substituted for music or physical education.
6. The majority felt that the study of Jicarilla language and culture should be limited to Jicarilla students and then made an elective.

Action: Through the series of meetings designed to discuss the areas of concern, it became clear that most community people felt that the Title VII bilingual program was designed to deal with the previously identified problems in language. This necessitated both an explanation of the purpose of bilingual education and an understanding of the proposal that had been funded for the Dulce Schools. Once this information was given and the fact that the existing program did not address the problem, the tribe initiated a proposal that lead to the creation of a Language and Culture Committee. The tribal council appropriated funds for a community-based program in language instruction. This program authorized hiring of a teacher-coordinator and two other language

teachers and a community language instruction program became a reality.

This shows the pattern from: (1) identifying needs to devising question(s) that allow people to express their concerns, (2) analyzing data, and (3) developing a program to correct the problem.

EDUCATIONAL NEEDS ASSESSMENT

I. Demographic Data

The first part of this questionnaire has to do with some general information about yourself. Please place a check mark (✓) by the appropriate answer:

1. Are you between the ages of: ☐ 14-24 ☐ 25-34 ☐ 35-44
 ☐ 45-54 ☐ above 55

2. Sex: ☐ Male ☐ Female

3. School attendance: ☐ High School graduate ☐ G.E.D.

- a. If neither of the above:

To what grade did you attend school?

Did you go to college? If so, how many years?

- b. Did you ever attend any other kind of school (vocational, business college, etc.)? If so, how many years?

Specify what type of school:

- c. Please check if you are currently enrolled in any of the following:

- ☐ Adult Education classes
☐ University of New Mexico Extension
☐ Adams State Extension
☐ University of New Mexico Community Education
☐ New Mexico State University Farmington
☐ Adams State resident

4. What is your marital status? (Please check one)

☐ married ☐ single ☐ divorced ☐ widowed

5. What is your ethnicity? (Please check one)

☐ Jicarilla Apache ☐ Anglo ☐ Spanish ☐ Navajo

☐ Other (specify):

- 6a. Please enter the number of children you have in the following:

☐ public elementary school ☐ public secondary school
☐ parochial school ☐ at home

b. Please check your income level:

<input type="checkbox"/> \$5,000	<input type="checkbox"/> \$20,000 - \$25,000
<input type="checkbox"/> \$5,000 - \$10,000	<input type="checkbox"/> \$25,000 - \$30,000
<input type="checkbox"/> \$10,000 - \$15,000	<input type="checkbox"/> \$30,000 - \$35,000
<input type="checkbox"/> \$15,000 - \$20,000	<input type="checkbox"/> above \$35,000

7. Please indicate who you work for:

☐ BIA ☐ school ☐ tribe

8. What is your relationship to the Dulce Schools? (Please check one)

<input type="checkbox"/> board member	<input type="checkbox"/> administrator	<input type="checkbox"/> teacher	<input type="checkbox"/> aide
<input type="checkbox"/> student	<input type="checkbox"/> bus driver	<input type="checkbox"/> tutor	<input type="checkbox"/> custodian/ maintenance

9. Where do you reside? (Please check one)

☐ Dulce ☐ Gobernador ☐ Lumberton
☐ On the Jicarilla Reservation outside of Dulce
☐ Rio Arriba County (outside one of the above)

10. How long have you lived in this community? (Please check one)

☐ 5 years ☐ 10 years ☐ 15 years ☐ 20 years
☐ Born and raised here

11. Where did you attend public school? (Please check one)

☐ Dulce public schools ☐ BIA schools ☐ parochial school
☐ Other (specify): _____

II. Community-School Concerns

The next section deals with questions about the schools and community and how you feel about them.

12. What do you think are the biggest problems with which the schools and community must deal? Rank the five most important problems, by placing numbers 1-5 in the appropriate blanks.

<input type="checkbox"/> parents' lack of interest	<input type="checkbox"/> facilities
<input type="checkbox"/> pupils' lack of interest	<input type="checkbox"/> finances
<input type="checkbox"/> disrespect for teachers	<input type="checkbox"/> school administration
<input type="checkbox"/> teachers' lack of interest	<input type="checkbox"/> discipline
<input type="checkbox"/> school board policies	<input type="checkbox"/> curriculum
<input type="checkbox"/> teachers' lack of ability	<input type="checkbox"/> dope/drugs
<input type="checkbox"/> school health services	<input type="checkbox"/> vandalism

☐ lack of parental control
☐ problems in the home
☐ juvenile delinquency
☐ we have no problems
☐ using new/up-to-date methods
☐ in the schools

☐ drinking
☐ fighting
☐ attendance/truancy
☐ cafeteria food
☐ don't know

PROBE: If "dope/drugs" and/or "drinking" are a problem in the schools, can you tell the extent to which children in the community use drugs and/or alcohol?

13. DRUGS: ☐ sometimes ☐ very often ☐ all the time

14. ALCOHOL: ☐ sometimes ☐ very often ☐ all the time

15. In your opinion, in what ways are your local schools/ programs particularly good? Rank the five most important qualities by placing numbers 1-5 in the appropriate blanks for the school(s) you are most familiar with.

	Dulce Elem.	Dulce H.S.	Gober- nador	St. Francis Parochial	Continuing/ Adult Education
a. extracurricular activities					
b. small school/ classes					
c. teachers					
d. facilities					
e. good adminis- tration					
f. curriculum					
g. up-to-date teaching methods					
h. good student/ teacher rela- tionships					
i. parents are interested/ participate					
j. discipline					
k. transportation system					
l. school cafeteria food					
m. nothing good					
n. don't know					
o. school health services					

16. What do you think the purpose of the schools system should be? Rank the three most important purposes.

☐ prepare all children for college (college prep)
☐ prepare all children so that they can get jobs vocational education)
☐ teach the basic skills (reading, writing, language and math)
☐ provide educational opportunities from kindergarten to adulthood
☐ provide alternative programs that are different from a typical school
☐ Other (Specify): _____

PROBE: If one of your answers is, "provide alternate programs," which three of the following programs would you like to see established? Choose three in order of importance by placing a "1" on first place choice, "2" for second place, and "3" for third place.

- 17.
- | | |
|--|--|
| <input type="checkbox"/> vocational education | <input type="checkbox"/> special education |
| <input type="checkbox"/> distributive education (workstudy programs) | <input type="checkbox"/> art education |
| <input type="checkbox"/> individualized instruction | <input type="checkbox"/> college prep |
| <input type="checkbox"/> enrichment courses | <input type="checkbox"/> agriculture |
| <input type="checkbox"/> performance contracts (children contract to learn at an expected achievement level) | <input type="checkbox"/> bilingual education |

18. What educational opportunities would you like to see provided for the adult community? Choose five, in order of importance.

<input type="checkbox"/> adult basic education (reading, writing, and math)	<input type="checkbox"/> counseling services
<input type="checkbox"/> courses that will teach me skills so I can stay in my home and earn extra income	<input type="checkbox"/> real estate courses
<input type="checkbox"/> courses leading to a college degree (BA, BS)	<input type="checkbox"/> prevention of alcohol abuse
<input type="checkbox"/> courses leading to a masters degree with resident credit	<input type="checkbox"/> home maintenance
	<input type="checkbox"/> prevention of drug abuse.

☐ courses leading to teacher
recertification with resident
credit

☐ business courses

☐ law courses

☐ courses leading to jobs off
the reservation

☐ GED courses

☐ courses leading to jobs
on the reservation

☐ Other (specify): _____

PROBE: If your answer to question #18 is, "courses leading to jobs on or off the reservation," then which of the following would you choose for job training? Pick three.

19. ☐ livestock raising or management ☐ business management

☐ natural resource management

☐ health needs

☐ computer technology

☐ food production

☐ cabinet furniture making

☐ tribal law

☐ restaurant and liquor management

☐ arts and crafts

☐ food and liquor handling

☐ transportation

☐ electronic/mechanic production
line assembly

☐ secretarial

☐ construction-road/housing

☐ store clerk

☐ government/tribal employment

☐ mechanic/machinist

☐ plumbing/electrician

☐ maintenance

20. The school offers various special education courses and programs for those children who are physically and/or mentally in need of special education. If you do not want your child (if they qualify) in such programs, what alternative might you accept? (Check only one)

☐ allow my child to stay home and not be educated

☐ provide home education for my child

☐ leave my child in the regular classes and programs at the school

☐ allow my child to complete elementary school and then quit

☐ provide job skills training if possible

☐ Other (specify): _____

21. The schools provide remediation and instruction in basic skills. Where do you think it is best to provide such instruction? (Rank order using "1" for first preference and "4" for last preference.)

	Elementary	Secondary
Reading	___	___
Math	___	___
Counseling services	___	___
Library services	___	___

22. What are the sources of information you use to judge the quality of the schools in your community, that is, where do you get your information about the schools? Rank the first, second, and third sources.

___ other adults in the community	___ PAC
___ students in the schools	___ PTA
___ parent/teacher open house	___ school board
___ parents of other students	___ teachers
___ State Department of Education	___ tribe
___ your own children	___ newspapers
___ relatives	___ newsletter
___ counselor	___ Other (specify): _____

23. Are the above sources adequate for your needs? ___ Yes ___ No
If not, please suggest other sources.

24. Where do you go when you need information about your child? Name the first, second, and third choices.

___ superintendent of BIA	___ principal
___ tribal office	___ teacher
___ school counselor	___ neighbor
___ dormitory counselor (BIA)	___ relative

- ☐ juvenile officers ☐ social services
☐ superintendent of schools ☐ clinic
☐ school board member ☐ church
☐ Other (please list): _____

25. Some students are not interested in school. Often they keep other students from working in school or become truant problems. What should be done in these cases? (Rank 5)

- ☐ special counseling
☐ harsher discipline
☐ investigate nutritional needs of such children
☐ make the parents responsible
☐ special classes for all who are not interested
☐ put in schools for problem children
☐ teach the students how to develop inner discipline
☐ expel/suspend them
☐ teachers should take more interest in such students
☐ establish a juvenile half-way house
☐ offer better or more interesting curriculum/teaching methods
☐ suspend from the class/classes where they are a problem
☐ open another wing in the dorm to provide safety from bad home life
☐ juvenile drug/alcohol abuse program
☐ don't know

26. There are two attendance laws that affect high school students in Dulce. The state law requires children to attend school until they reach the age of 16. The Jicarilla tribal law requires Indian children to attend school until they reach the age of 18 or graduate, whichever comes first. Some students are not interested in school. Often they do not come to school for many days or they just quit school. What should be done in these cases? Choose the three most effective methods for dealing with this problem by placing a check mark (✓) on the space by the item of your choice.

- ☐ file on the students or parents in court
☐ special counseling
☐ make the parents responsible to keep them in school
☐ put in schools for problem children
☐ expel/suspend them
☐ vocational training
☐ establish a juvenile half-way house
☐ job skills training
☐ provide classes in basic skills
☐ provide agricultural training
☐ change the tribal law
☐ Other (specify): _____

27. Do you think the schools/adult education, including daycare and Headstart are trying new ways, methods, and ideas?
(Please check one under the appropriate column.)

	Schools	Daycare	Headstart	Adult Education
not interested enough				
too ready to try new ideas				
just about right				
don't know				

28. What educational innovations would you like to see made in your schools, adult education, Headstart, or daycare?

	Schools	Daycare	Headstart	Adult Education
use of more TV				
programmed instruction				
open classroom				
learning centers				
individualized instruction				
use of more films				

29. The Johnson O'Malley (JOM) committee funds several programs in the elementary and high school. Rate the present programs according to importance (1, most important; 5, least important).

☐ high school native studies

- ☐ to be a good athlete
☐ to graduate from high school and get a job
☐ to go to college
☐ to attend school regularly
☐ to be popular
35. Whose responsibility is it to teach parenting and/or sex education? (Rank 3)
- | | |
|---|-----------------------------------|
| <input type="checkbox"/> schools | <input type="checkbox"/> churches |
| <input type="checkbox"/> tribal community education | <input type="checkbox"/> PHS |
| <input type="checkbox"/> home | <input type="checkbox"/> BIA |
| <input type="checkbox"/> other (specify): _____ | |
36. Where would you rank the chief blame for children who do poorly in school? (Rank 3)
- | | |
|---|------------------------------------|
| <input type="checkbox"/> home life of children | <input type="checkbox"/> school |
| <input type="checkbox"/> children themselves | <input type="checkbox"/> teachers |
| <input type="checkbox"/> the community | <input type="checkbox"/> TV, radio |
| <input type="checkbox"/> no opinion | |
| <input type="checkbox"/> Other (specify): _____ | |
37. Whose primary responsibility is it to see that the child is educated? (Rank 3)
- | | |
|--|---|
| <input type="checkbox"/> the parents | <input type="checkbox"/> the tribe |
| <input type="checkbox"/> the schools | <input type="checkbox"/> the State |
| <input type="checkbox"/> the community | <input type="checkbox"/> Other (specify): _____ |
38. Rank from most important to least important. Parents should take more responsibility in the education of their children by:
- ☐ attending board meetings
 - ☐ having more say in school affairs
 - ☐ joining PAC committees and attending meetings
 - ☐ becoming homeroom parents
 - ☐ becoming more directly involved in the learning process (i.e., helping in the classroom as volunteer aides).

☐ assisting at extracurricular activities such as dances,
ball games, field trips, guest speakers

☐ assisting at fund raising activities

IV. School Environment

The following series of questions were designed to obtain information on the day-to-day aspects of the operation of a school system. These aspects do not show up on curriculum evaluation or the quality of instruction but become an integral part of the life of the student and affect the morale of a student body.

39. How do you rate the food served in the schools in which your child eats?

☐ excellent ☐ good ☐ average ☐ not very good

☐ poor ☐ don't know

40. School lunch costs will rise in the future due to inflation and waste. (Waste is defined as the practice of the children to claim they will eat in the cafeteria and then do not. As many as 50 meals can be wasted in a single day.) How would you propose to keep lunch costs down? (Please check one)

☐ make cafeteria lunches mandatory (enforce closed campus)

☐ children should carry sack lunches

☐ JOM should help offset losses

☐ go ahead and raise the prices

41. How long should the school year be? (Please check one)

☐ nine months

☐ nine months with a three-month summer remedial program

☐ 12 months (year round) with several short vacations

42. How long should the week and day be? (Please check one)

☐ 5 days, 6 hours ☐ 5 days, 7 hours

☐ 4 days, 7 hours ☐ 4 days, 8 hours

43. Should homework be required? (Please check one)

☐ for all students at all grade levels

☐ only for students who need it

___ for all high school students

___ only for high school students who need it

___ Other (specify): _____

44. How much homework should children be given? (Please check one)

___ one-half hour per night plus one hour per weekend

___ one hour per night plus one hour per weekend

___ one hour per night plus two hours per weekend

___ nightly but not weekends

___ Other (specify): _____

45. How do you feel about the discipline in the local schools? (Please check one)

	Elementary	Secondary
too strict	___	___
not strict enough	___	___
just about right	___	___
don't know	___	___

PROBE: If you answered "too strict," can you explain what you mean? In what ways is discipline "too strict?" (Please check one)

	Elementary	Secondary
46. filing on children at juvenile court	___	___
teachers have too much authority	___	___
closed campus doesn't allow children to go anywhere	___	___
paddling	___	___
Other (specify): _____	___	___

PROBE: If you answered "not strict enough," can you tell what you mean? In what ways is discipline not strict enough?

	Elementary	Secondary
47. disrespect for teachers	___	___
rules are not enforced	___	___

Elementary . Secondary

- | | | |
|--------------------------------|-------|-------|
| teachers lack authority | _____ | _____ |
| students have too much freedom | _____ | _____ |
| dress code is too liberal | _____ | _____ |
| don't know | _____ | _____ |
| Other (specify): _____ | _____ | _____ |
48. Some people say that if the schools and the teachers interest the children in learning, most disciplinary problems disappear. Do you:
- _____ agree _____ disagree _____ don't know
49. The Dulce District employs a full time nurse on the staff. How would you rate the health services provided by the school? (Please check one)
- _____ superior _____ adequate _____ lacking

PROBE: If you feel the health services offered by the school are lacking, can you suggest areas of needed improvements?

- | | |
|--|----------------------------|
| _____ employ additional nurse(s) | _____ employ an EMT |
| _____ limit nurse's responsibility to health needs and emergencies | _____ employ a nurses aide |
| _____ employ a nurse's secretary | |
| _____ Other (specify): _____ | |

V. Language and Culture

The following questions are designed to get a better idea of how you feel about an issue that is very important to the community. We need to ascertain the extent of this feeling and how best to deal with the whole area of language and culture.

51. Which of the following languages do you speak or understand? (Please check)
- _____ Apache _____ Navajo _____ Spanish _____ English
- _____ Other (specify): _____

52. Which of the following languages are spoken in your home?
(Please check)

☐ Apache ☐ Navajo ☐ Spanish ☐ English

☐ Other (specify): _____

53. We would like to know how you feel about the use of the native language of the child (Jicarilla, Spanish, or other) in the learning process. (Rank 5 of the statements in order of importance.)

☐ the native language should be a regular part of the curriculum

☐ the native language should be a part of the regular language arts courses

☐ students should be taught to be aware and proud of their ethnic heritage

☐ children would do better if they learned their native language for the first few years, then studied English

☐ the least important courses in our school are cultural studies

☐ using the native language in the classroom does not help children learn better

☐ children feel better about themselves if they are able to speak their own language well and know about their own heritage

☐ learning the English language is more important than learning the native language

☐ the native language is not important to the educational process and does not belong in the curriculum

☐ using the native language in the classroom helps children learn better

54. Where do you think the Jicarilla language and/or culture should be taught? (Check as many as apply.)

☐ Headstart

☐ only to adults

☐ kindergarten

☐ in the home by parents

☐ primary grades

☐ not at all

☐ all through the elementary grades

☐ day care

- ☐ at the secondary level ☐ for young parents
☐ at all grade levels ☐ community education
☐ Other (specify): _____

PROBE: If you feel that language and culture should be taught in the primary or elementary grades, which courses are you willing to have cut back?

55. ☐ first period language arts } includes reading (1),
 ☐ second period language arts } writing, and spelling
 ☐ third period science
 ☐ fourth period social studies
 ☐ fifth period music/PE
 ☐ sixth period math
 ☐ language and culture should be a part of all courses
 ☐ None
56. Who should be allowed to take Jicarilla language and culture courses? (Check as many as apply.)
- ☐ it should be required of all students
☐ it should be required of only Jicarilla students
☐ it should be an elective for students who want to learn the language and culture
☐ all teachers, administrators, and other school personnel should take such courses
☐ no one should take such courses; language and culture should be taught in the home
☐ young parents (adults) so as to foster language in the home

VI. Teachers

Teacher turnover is an area of major concern to the schools and the community. The following questions are designed to obtain more information in this area.

57. Why do you think teachers leave the school system? (Rank the three most important reasons.)

- ☐ excessive duties
- ☐ social life is limited
- ☐ salaries are too low
- ☐ living conditions are inadequate
- ☐ the students are hard to teach
- ☐ not enough community support
- ☐ teachers are treated as outsiders
- ☐ lack of communication between the administration and the teachers
- ☐ medical facilities are inadequate
- ☐ Other (specify): _____

58. What do you think the Dulce schools and community could do in order to attract and retain quality teachers in their school system? (Rank the five most important suggestions.)

- ☐ teachers should be granted resident considerations (fishing, hunting, etc.)
- ☐ teachers should be provided a salary comparable to other agencies in the community
- ☐ community people should become more involved with teachers (i.e., invite them to their homes)
- ☐ provide better housing services
- ☐ provide teachers with more financial resources for classroom use
- ☐ provide better medical/health services
- ☐ more involvement of teachers in the planning and implementation of curriculum
- ☐ provide merit salary raises to teachers who improve student learning
- ☐ provide teachers with cultural awareness training to help them understand and accept the community

☐ provide teachers with extra help to handle discipline problems so that they can spend more time on the essentials of teaching

☐ provide continuing educational opportunities

☐ reduce extra curricular duties

PROBE: If you answered "salaries should be comparable," where should the money to increase salaries come from? (Choose one)

59. ☐ tribe

☐ JOM

☐ school funding by re-arranging priorities

☐ Other (specify): _____

VII. School Policies

The school, through the community's duly elected representations, the school board, sets down certain policies designed to improve on a number of educational matters affecting the welfare of students. Your answers to the following questions will help the school determine how you feel about some policies.

60. The Dulce Board of Education has recently instituted minimum proficiencies at various grade levels in the basic skills subjects. Do you agree that students should master basic minimum proficiencies in order to be promoted? (Please check one)

☐ strongly agree ☐ agree ☐ do not have an opinion

☐ disagree ☐ strongly disagree

61. The Dulce Board of Education has recently revised the grading policy in order to facilitate better communication through greater consistency at all levels of education within the system. Do you agree that a better understanding of expectations by both students and parents will be reached in this manner?

☐ strongly agree

☐ agree

☐ disagree

☐ strongly disagree

☐ do not have an opinion

62. The Dulce Board of Education hopes the new grading policy will result in a greater challenge to the students and thus encourage them to be better prepared at graduation. Do you agree that this is a realistic expectation?

☐ strongly agree ☐ agree ☐ do not have an opinion
☐ disagree ☐ strongly disagree

63. Do you feel a Tribal Education Committee should be established to represent the tribe on educational matters?

☐ Yes ☐ No

64. There is some question in the community over athletics, sports, and physical education. What do you think about athletics? (Rank the three to five most important, from high low for the junior high school and the high school.

	High School	Junior High School
our athletic programs are adequate for the size of the community		
sports should be for every child and not a matter of team competition		
when we have good teams, students are proud and there is more school spirit		
competitive athletics should only be for boys		
our athletic programs have been neglected; there needs to be more financing		
there is too much emphasis on athletics		
there should be more intramural events for all children		
to be eligible for sports, students should have higher grades		
there is a lack of opportunity for girls in athletics		
there is a lack of after-school sports activities		

65. How adequate is the elementary athletic program? (Check one)

☐ adequate for the size of the community
☐ adequate for boys only
☐ adequate for both boys and girls
☐ need a stronger athletic program for the elementary grades

PROBE: If you feel we "need a stronger athletic program," in which of the following areas do we need it?

66. ☐ football ☐ basketball

☐ volleyball ☐ track and field

☐ Other (specify): _____

67. Who do you think should fund an elementary athletics program?

☐ parents of the children

☐ tribe

☐ schools (local funds at expense of other priorities)

☐ JOM

☐ State funds

☐ Other (specify): _____

SUMMARY

The intent of the survey instrument was to determine how people felt about certain educational concerns and how those concerns could be addressed. This departs from most surveys that measure feelings by degree, do not identify how those attitudes arise, and are reinforced. We are aware that this was an extensive instrument, but reducing the questions invariably leads to the omission of important concerns over problems.

In building the data base for the development of the instrument, areas of concern were identified by different school, tribe, and BIA representatives. This, at times, led to strong identification by individuals as with their affiliations. While affiliation may influence how questions were answered, all respondents are members of the community. Regardless of individual perspectives, ultimately, the important aspect is how education-related problems are solved.

This survey was a cooperative venture involving the Evaluation, Dissemination and Assessment Center in Los Angeles, California and the American Indian Bilingual Education Center at the University of New Mexico. These centers provided the necessary resources to make this survey possible.

1. The Demographic Data showed that there were 530 people who responded to the questions, the largest number female. Of these, over half (55 percent) had graduated from high school with the majority of these graduates (82 percent) having attended Dulce public schools.

a. Of the 530 respondents, 414 reside in Dulce with well over fifty percent born and raised there.

b. Over 25 percent of the respondents were parents with children in the public school.

2. In the broader area on Community-School Concerns, the following sentiments emerged:

a. The biggest problem the schools and community must face is parental and student apathy.

b. The best part of the schools are the teachers.

c. The best way to deal with students' apathy is through special counseling.

d. Remediation and instruction in basic skills is best when provided in the areas of reading and math in the elementary school and through the counseling service in the high school.

e. Many would like to see vocational education as an alternative program.

f. The best way for dealing with students not interested in school is job skills counseling and special counseling.

g. The most important educational opportunity to be provided the adult community is adult basic education including reading, writing, and math.

h. The most important courses leading to jobs on or off the reservation are business management and livestock raising/ management.

i. The most important program funded through Johnson O'Malley funds is one that provides assistance to children for clothing, shoes, school supplies, etc.

- j. The Johnson O'Malley program is in need of additional support.
 - k. Both the schools and the adult education programs could use programmed instruction, learning centers, and individualized instruction as a new approach.
 - l. The larger percentage of respondents rated the daycare and Headstart programs as "average."
 - m. Most respondents felt that the school system should teach the basic skills (reading, writing, language, and math).
3. The area on Parental Responsibility revealed the following sentiments:
- a. The overwhelming majority insist that their children finish high school.
 - b. A large percentage help their children with their homework, the largest group providing such help as the child requests it.
 - c. Parents see themselves as primarily responsible for their children's education with the schools and the community rounding it out.
 - d. Parenting and/or sex education should be taught at home.
 - e. They feel they can take greater responsibility in the education of their children by attending board meetings.
 - f. Parents feel that home life is the cause when children do poorly in school.
 - g. The majority obtain information about the schools from the students but will also go directly to the teacher for information.

- h. They feel it is important for their children to get good grades.
4. In the area of **School Environment**, the majority felt that:
- a. Cafeteria food is average.
 - b. Making lunches mandatory might keep their cost down.
 - c. The school year is fine the way it is (nine months).
 - d. The school day is fine at six hours a day with a five-day week.
5. The area on **Language and Culture** elicited a large number of respondents and produced the following findings:
- a. The largest number speak or understand English with approximately half of those also speaking or understanding Apache.
 - b. The great majority speak English at home with less than one-half of those also speaking Apache.
 - c. A large number of respondents connected language with ethnicity and felt it was important that students be aware and proud of their heritage.
 - d. While a majority felt that the language should be taught at home by the parents, there was also a strong feeling that the language/culture should be taught in the lower grades starting with Headstart.
 - e. A large number felt that language/culture instruction could be substituted for music or physical education.
 - f. The majority felt that the study of Jicarilla language and culture should be limited to Jicarilla students and then made an elective.

6. In the area on the problem of Teachers, the respondents felt:
- a. That the principal reason for teachers leaving was low salary.
 - b. That teachers should be paid a salary comparable to salaries paid by other community agencies.
 - c. That money for salary increases could be obtained by rearranging budget priorities.
7. In the area of School Policies, the majority supported the new grading policy and felt that this would lead to a better understanding of student and parent expectations. They also felt that students should master basic minimum proficiencies in order to be promoted.
- a. A large majority felt that a Tribal Education Committee should be established to represent the tribe on educational matters.
 - b. The majority felt that sports should be for every child and not necessarily a matter of team competition but that good teams lead to more school spirit. They also felt that there is a need for a stronger athletic program in the elementary school with track and field as the first choice. Funding of such a program should be left to the school at the expense of other priorities.
 - c. Homework should be required of all students at all grade levels nightly but not on weekends.
 - d. Discipline is both the elementary and high school is not strict enough. They felt that there is disrespect for

teachers and the rules are not enforced. The majority also felt that if the teachers interest the children in learning, most disciplinary problems will disappear.

- e. The majority rated the school health services adequate, but some felt that a nurse's aide might be employed.